



**2020-2021  
SCHOOL  
REOPENING  
PLAN**

***Fayetteville-Manlius Central School District  
8199 East Seneca Turnpike  
Manlius, New York 13104***

**Fayetteville-Manlius Central School District**

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# F-M CSD 2020-2021 School Re-Opening Plan

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## Fayetteville-Manlius Central School District

### Letter to the Community

Dear Parents/Guardians and Community Members,

The COVID-19 pandemic has necessitated many changes throughout the world, across the nation, and within our daily lives. As a “public good,” the education of our youth has not been spared the burden of having to adapt to this ever-changing landscape. With the sudden closure of private and public services throughout the state of New York, Fayetteville-Manlius Central School District educators and their students soon found themselves thrust into a remote distance-learning environment replete with all of the challenges associated with the delivery of instruction in an online format. Students, parents/guardians, faculty members, and administrators made the best of a difficult situation for the remainder of the academic year.

The Fayetteville-Manlius Central School District (F-M CSD) administered parent/guardian surveys in mid-June and early-July in order to ascertain feedback from the F-M community families. The survey that was administered in mid-June “looked in the rear-view mirror” and attempted to ascertain parent/guardian satisfaction with the district’s efforts to transform in-person instruction into a remote online format. There were more than 1,400 respondents to the first survey. The survey that was administered in early-July strived to “look ahead” in an effort to allow families to anticipate the numerous options that were being discussed during the regional task force meetings of the New York State Education Department. There were more than 2,100 respondents to the second survey.

As expected, Governor Andrew Cuomo unveiled the New York State Department of Health (NYSDOH) guidance during a press briefing on July 13, 2020. The NYSDOH guidance stipulates that the F-M CSD must develop a reopening plan that incorporates provisions for the: (a) reopening of in-person instruction; (b) monitoring health conditions; (c) containment for positive and or presumed-positive cases; and (d) closure of schools in conjunction with local and state health departments. On July 16, 2020, the New York State Education Department (NYSED) released guidance that required school districts to provide 89 mandatory assurances in the areas of: (1) communication and family engagement; (2) health and safety; (3) facilities maintenance; (4) child nutrition; (5) transportation; (6) social-emotional well-being; (7) school schedules; (8) attendance and chronic absenteeism; (9) technology and connectivity; (10) teaching and learning; (11) special education; (12) bilingual education and world languages; (13) teacher and principal evaluation systems; and (14) certification, incidental teaching, and substitute teaching.

In an effort to honor the obligations and assurances mandated by the NYSDOH and NYSED guidance documents, the F-M CSD held numerous planning workshops and advisory committee meetings with both internal and external stakeholder groups representing parents/guardians, students, educators, and medical professionals. The development of this reopening plan endeavored to merge the collective perspective from these stakeholders as well as the written feedback of the survey respondents with the requirements stipulated by the NYSDOH and NYSED guidance. While there was not a clear consensus for a particular model among the various stakeholder groups, it was self-evident that the greater F-M community had considered the many “risks” and “rewards” when comparing in-person instruction with a return to online learning. For that reason and so many others, I am most grateful for all of the input and feedback from the greater F-M community throughout the entire process. Hornet Pride!

Sincerely,

Craig J. Tice, Ph.D.

Superintendent of Schools

## REOPENING PLAN

Our Reopening Plan includes the elements outlined in the [guidance released by NYS Department of Health \(DOH\) on July 13, 2020](#).

- The Fayetteville-Manlius CSD Reopening Plan is posted on our website <https://www.fmschools.org/about-us/district-reopening-plan/> in a location that is easily located by students, parents, teachers, administrators, and other community stakeholders. It is posted on individual school websites and centrally on our main district-wide page.
- The Fayetteville-Manlius CSD plan includes all assurances completed by Dr. Craig J. Tice and all of the elements outlined in the New York State Department of Education guidance document.

### ► Communication/Family & Community Engagement Reopening Plan

#### ***1. Plans for reopening should identify the groups of people involved and engaged throughout the planning process.***

Throughout the planning process, district officials sought feedback from its stakeholders. Staff and families were surveyed, and the district formed advisory committees consisting of medical professionals, students (high school), parents/guardians from each building level, teachers, building and district administrators and board of education members to review and provide feedback on the district's draft reopening plan.

#### ***2. The school and/or district developed a communications plan for students, parents or legal guardians of students, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.***

To provide information to families, students, staff and the community, the Fayetteville-Manlius CSD will employ a diverse communication strategy that will include the school district's website, social media channels, SchoolMessenger, an emergency alert system that sends email, text and phone notifications television announcements and the use of the "Let's Talk!" online communication (two-way dialogue) platform.

#### ***Public Communications***

To ensure regular and informational communications with the public, the Fayetteville-Manlius Central School District (F-M CSD) will implement the following methods of communication:

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<b><i>Communication Method</i></b>	<b><i>Responsible Party</i></b>
Local TV, radio, and newspapers	Administration/Communications
District website - dedicated page for reopening	Administration/Communications
Social media platforms	Administration/Communications
Prominent signage in buildings to promote health & safety guidelines that follow NYSDOH and CDC guidance: <ul style="list-style-type: none"> <li>● Printed signs</li> <li>● Digital signage</li> <li>● Vinyl decals on floors, as needed</li> </ul>	Administration/Communications
Town Hall Events, Meetings, Webinars	Administration/Communications

***Parents/Guardians and Students***

All public communications methods outlined above may be utilized by the Fayetteville-Manlius School District, in addition to:

<b><i>Communication Method</i></b>	<b><i>Responsible Party</i></b>
SchoolMessenger	Building Principals
Emails to parents/guardians	Administration/Teachers
Letters sent home from Administration	Administration/Communications

***All District Staff***

All communications methods outlined above may be utilized by the Fayetteville-Manlius Central School District (F-M CSD), in addition to:

<b><i>Communication Method</i></b>	<b><i>Responsible Party</i></b>	<b><i>Frequency</i></b>
Fayetteville-Manlius CSD all-staff email list	Administrators/Support Staff	Weekly or as needed
Newsletters, print and digital	Communications/Administrators	Monthly
SchoolMessenger	Building Principals/Communications	As needed
Direct supervisor communications - phone calls and texts	Supervising Staff	As needed

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Letters home, if necessary	Administrators	As needed
Staff meetings	Administrators	As needed

**3. The school and/or district will ensure all students are taught or trained how to follow new COVID-19 protocols safely and correctly, including but not limited to hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.**

The district will provide video shorts to demonstrate the protocols for hand hygiene, proper face covering wearing, social distancing, and respiratory hygiene.

Training and timelines for training is provided in the following ways:

- Video segments available online prior to the restart of in-person instruction
- Distribution of a single-page planning statement prior to the restart of in-person instruction

**4. The school and/or district will encourage all students, faculty, staff, and visitors through verbal and written communication (e.g., signage) to adhere to CDC and DOH guidance regarding the use of PPE, specifically acceptable face coverings inside the building and when a social distance cannot be maintained outside of the building. [CDC: K-12 Schools and Child Care Programs FAQs](#) [DOH: Interim Guidance for In-Person Instruction at PreK to 12 Schools](#)**

See above regarding district-produced video training vignettes and a district single-page summary plan.

**5. Additionally, Fayetteville-Manlius CSD provides copies of this document in the language(s) spoken at home among families and throughout the school community. Written plans are also accessible to those with visual and/or hearing impairments.**

Interested parties may request access to those documents by calling the District Office at (315) 692 - 1200. \*For copies of this document in other languages, please contact Sarah Gridley (District Clerk) at this phone number.

**6. Additional Considerations for Effective Communications and Family Engagement**

The Fayetteville-Manlius CSD’s primary source of information for families is its official website: [www.fmschools.org](http://www.fmschools.org). On the website, the district provides regular updates about safety, scheduling, and other important information. Families can also provide feedback to the district at any time (24/7/365) by initiating a “Let’s Talk!” communication inquiry. <https://www.fmschools.org/lets-talk/>

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The Fayetteville-Manlius CSD has promoted on its website the Onondaga County Department of Health's **COVID-19 telephone hotline**, which can be accessed by calling (315) 692-1200 and asking to speak to someone about COVID-19.

The district created a dedicated COVID-19 section on its website to share important information and updates:

{<https://www.fmschools.org/departments-services/health-services/covid-19-planning-response-and-information/>}

All other concerns can be directed to the district's school safety officer {Kelly Neish, [kneish@fmschools.org](mailto:kneish@fmschools.org)}

- The safety coordinator can answer questions regarding COVID-19 from:
  - Students
  - Faculty
  - Staff
  - Parents/Guardians

## ► Health & Safety

### ***1. Each school and/or district reopening plan must review and consider the number of students and staff allowed to return in person.***

Like all districts in New York, three models have been considered for the start of the 2020-21 school year. They are:

- a. Full in-person learning: all students on campus
- b. Hybrid learning: 50% of the students on campus
- c. Remote Learning: No students on campus

It is assumed that the school year may ebb and flow between any, or all, of these models based on a number of factors, including local infection rates, hospital capacity in the region and the state's Department of Health and Education Department social distancing requirements (as they change and evolve). Current DOH guidelines call for social distancing of six feet between all students in classrooms and six feet between students on buses. This guideline severely limits the number of students who can be in a school building at any given time. If these requirements change throughout the school year, the model may change as well.

### ***2. Each school and/or district reopening plan must engage with school stakeholders and community members (e.g., administrators, faculty, staff, students, parents/guardians of students, local health departments, local health care providers, and affiliated organizations, such as unions, alumni, and/or community-based groups) in developing their reopening plan and identify those that participated in the reopening plans.***



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The FMCSA administration has been developing broad ideas in the three areas above since May. The following stakeholders have been involved:

- Fayetteville-Manlius Teachers Association: multiple meetings with the FMTA president and teachers as members of the building-level advisory committees
- Parents/Guardians parent survey and parent representatives on advisory committee
- Building- and District-Level Administrators: Administrative meetings, advisory committee
- Nurses: health and safety meetings, advisory committee
- Chief School Physician: phone consult, Medical Review Board member
- Community Physicians: Medical Review Board
- Board of Education Members: Board of Education meetings, advisory committees

These stakeholders will continue to be called on even after this plan is posted as district officials expect information from the Department of Health, State Education Department, and the Governor's office to continue to change and evolve throughout the school year.

### ***3. Each school and/or district reopening plan must include a communications plan for students, parents/guardians, staff, and visitors that includes applicable instructions, training, signage, and a consistent means to provide individuals with information.***

Fayetteville-Manlius Central Schools utilized the Fayetteville-Manlius communication plan identified in the Communication/Family Engagement Section of this document.

In addition, the school nurses are developing templates and protocols to assist staff in the training of students on hand washing hygiene, social distancing, and mask wearing. Additionally, the Safeschools online training platform may be used to assist in these training sessions.

### ***4. Each school and/or district reopening plan has a written protocol developed in collaboration with the district or school's director of school health services to instruct staff to observe for signs of illness in students and staff and requires symptomatic persons to be sent to the school nurse or other designated personnel.***

Training for all staff to observe the signs of illness will be conducted (with written communication as well) during the first week in September. All students showing any signs of illness, as is consistent with past practice, will be sent (wearing a mask) to the nurse's office. The nurse will determine whether the student will need to go to an isolation room while the parent/guardian is called to immediately pick up their child. The parent/guardian will be expected (and required) to immediately pick up the child (who is in the isolation room) from school when called.

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The state Education Department's guidelines state that all staff should be educated to observe students or other staff members for any type of illness, such as:

- Flushed cheeks;
- Rapid or difficulty breathing (without recent physical activity);
- Fatigue, and/or irritability; and
- Frequent use of the bathroom

## Daily Health & Temperature Screenings

***5. Fayetteville-Manlius has a protocol for daily temperature screenings of all students and staff, along with a daily screening questionnaire for faculty and staff and periodic use of the questionnaire for students.***

### **Staff:**

Staff will receive a daily email with a Google form that asks them to answer the following four questions in an effort to assist DOH officials in the event of contact tracing:

1. Have you knowingly been in close or proximate contact in the past 14 days with anyone who has tested positive through a diagnostic test for COVID-19 or who has or had symptoms of COVID-19?
2. Have you tested positive through a diagnostic test for COVID-19 in the past 14 days?
3. Have you experienced any symptoms of COVID-19, including a temperature of greater than 100.00 degrees Fahrenheit in the past 14 days?
4. Have you traveled internationally or from a state with a widespread community transmission of COVID-19 per the New York Travel Advisory in the past 14 days?

### **Students:**

Parents will be expected to complete a verified temperature check of their child(ren) at home. This information will be reported to school officials using an app. The district will provide temperature checks for any students who come to school without having verification that either the student or the parent/guardian completed the temperature check at home. District officials anticipate that a link to a Google form for parents/guardians/students to complete will also be available to families to reduce the number of temperature checks that have to be completed at each school (as recommended in the SED guidance document). The school district reserves the right to randomly check students in an effort to ensure that this mandated screening is taking place. As an additional measure, if a thermal thermometer is used as an initial check, and the student's temperature is only slightly above 100.00 degrees (F), before being sent home the student will be checked a second time using an oral disposable thermometer to ensure the accuracy of the first check.

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**6. Fayetteville-Manlius requires that ill students and staff be assessed by the school nurse and all ill students and staff will be sent home for follow up with a healthcare provider.**

When available, all students who are ill with any symptoms will be evaluated by the school nurse. If the nurse is not available, the student will be isolated (but monitored by an adult) and their parent/guardian will be called to pick the student up immediately. All families will be asked to contact their school physician to determine next steps. A note from a physician will be required before the student may return to school. This will be required for all students and is a change from previous years due to the COVID pandemic. Until such time that the student receives a release from their doctor, they may continue to receive instruction through remote learning (see the Teaching and Learning Section).

**7. Fayetteville-Manlius requires all students or staff with a temperature, signs of illness, and/or a positive response to the Fayetteville-Manlius questionnaire to be sent directly to a dedicated isolation area where students are supervised, prior to being picked up or otherwise sent home.**

Each of the district's six school buildings will have an established isolation room that will be staffed by an aide assigned to support the school nurse. The isolation room will be used to house students or staff who show any of the CDC-published COVID-19 symptoms. This room will serve as a secured and isolated location until such time that a parent/guardian picks their child up. In the case of a staff member, they may choose to leave the building and drive themselves home as long as they are physically able.

To be clear, staff will complete the questionnaire prior to embarking for work. If they answer "yes" to any of the questions listed in Section 5 above, they will be told not to report to work and a message will automatically be sent to the building principal (or designee). As stated above, any student or staff member who is sent to the isolation room (and then sent home), or a staff member who is told not to come to work due to the questionnaire answers, may only return to school with a physician's release.

**8. Fayetteville-Manlius requires all visitors, guests, contractors, and vendors entering the school to follow all Fayetteville-Manlius health screening guidelines.**

All non-staff members who visit an FMCS D school (parents/guardians, contractors, vendors, etc.) will be required to report to the school's main office to answer the attestation statements on the sign in sheet and to self-check their temperature with a thermometer that will be available in each main office. There should be few building visitors this school year since parent visitations, guest speakers, and similar visitors to classrooms cannot occur until such time that new CDC/DOH guidelines are provided.

**9. Each school and/or district reopening plan has a written protocol to instruct parents/guardians to observe for signs of illness in their child that require staying home from**

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### ***school.***

Template letters instructing parents/guardians to watch for signs of illness in their child that would require them to stay home from school will be developed with the school nurses, reviewed by the Chief School Physician, and then sent to all school buildings so that the letters can be distributed to families by the building principal and/or building nurses.

### ***10. Each school and/or district reopening plan has written protocol and appropriate signage to instruct staff and students in correct hand and respiratory hygiene.***

Signage relating to correct hand sanitizing and respiratory hygiene will be prominently posted in all district buildings and displayed where students and staff will see them. Signage should be placed throughout hallways, at the school entrance, in all bathrooms, the main office, nurse's office, and all classroom spaces. The district's director of facilities will be responsible for providing signage so that the messages are consistent across the district.

## **Hand Hygiene Plan**

Fayetteville-Manlius will build in staggered hand washing times for students and staff and increase hand hygiene strategies to include:

- Traditional hand washing (with soap and warm water, lathering for a minimum of 20 seconds), which is the preferred method;
- Alcohol-based hand sanitizers (60% alcohol or greater);
- Placement of hand sanitizer throughout common areas (e.g. entrances, cafeteria), near high-touch surfaces, and use touch-free dispensers when able;
- Signage near hand sanitizer indicating that visibly soiled hands should be washed with soap and water; and
- Permitting any staff or students unable to use hand sanitizer to instead wash their hands with soap and water.

Fayetteville-Manlius provides the following:

- Facilities and supplies for hand washing, including soap and water;
- Paper towels and touch-free paper towel dispensers where feasible; air dryers have been removed and disabled from all buildings;
- No-touch trash cans;
- Alcohol-based hand sanitizers with at least 60% alcohol or disinfectant hand wipes;
- Time in the schedule to allow for frequent hand washing; and
- Promotion of proper hand washing before meals, after recess or physical education, before and after removing PPE, and other times, as appropriate.

All students and staff should wash their hands, as follows:

- Upon entering the building and each classroom;

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- After using shared objects or surfaces (e.g. electronic devices, musical instruments, writing utensils, tools, toys, desks or table tops);
- Before and after snacks and lunch;
- After using the bathroom;
- After helping a student with toileting;
- After sneezing, wiping or blowing nose, or coughing into hands;
- Upon coming in from outdoors; and
- Any time hands are visibly soiled.

### Respiratory Hygiene Plan

Fayetteville-Manlius will incorporate the following respiratory hygiene strategies to include:

- All students and staff should cover their mouths or noses with a tissue when coughing or sneezing and dispose of the tissue appropriately. Fayetteville-Manlius provides tissues in each classroom and common areas;
- No touch/floor pedal trash receptacles are available in each room and common area;
- If no tissue is available, using the inside of the elbow (or shirtsleeve) to cover the mouth or nose is preferable to using the hands; and
- Students and staff should always perform hand hygiene after sneezing, coughing and handling dirty tissues or other soiled material.

#### ***11. Each school and/or district reopening plan has written protocol to ensure all persons in school buildings keep social distance of at least 6 feet whenever possible.***

If students are fully remote, social distancing is only an issue for staff in a building and should be easy to accomplish based on the size of the district's buildings. In a hybrid model, all students will be spaced six feet apart in the classroom, and social distancing will be taught to all students so that when common spaces are unavoidable (i.e., hallways, bathrooms), social distancing will be practiced as much as possible. When in common spaces, all students will wear masks. Similarly, in the hybrid model, all students will be socially distanced (and will wear a mask) if they ride school transportation.

If fully reopened, and the *Department of Health* (refer to the New York State Department of Health Guide for Reopening) clarifies that social distancing measures are not mandated, then masks will be required for all students and staff at all times with the exception of lunch (which will then need to be socially distanced) and mandated mask breaks (when social distancing can occur).

Social distancing will be accomplished by means of signage, training, floor markings, and informing students of what constitutes proper social distancing.

## Restricted Areas

Fayetteville-Manlius restricts the use of classrooms and other places where students, faculty, and staff gather (e.g., lockers, cubbies, entryways, hallways), so that individuals can be socially distanced. We are limiting gatherings in small spaces (e.g., elevators, faculty offices) to one individual at a time, unless all individuals in such space are wearing acceptable face coverings;

The district will have protocols in place to ensure that a distance of 12 feet in all directions will be maintained between individuals while participating in activities that require projecting the voice (e.g., singing), playing a wind instrument, or aerobic activity.

We are canceling all non-essential events and gatherings and looking to modify existing events to become virtual opportunities to the fullest extent possible.

We are severely limiting visitors to the schools. To start the school year, only parents/guardians picking up children may be allowed into the building. All must pass a temperature check conducted on the main office.

***12. Each school and/or district reopening plan has written protocol detailing how the district/school will provide accommodations to all students and staff who are at high risk or live with a person at high risk.***

As anticipated for the 2020-21 school year (by Executive Order), students that are medically vulnerable would be provided some form of remote learning if the parent/guardian is willing to sign up for this program for the entire year. For staff, existing contractual agreements would dictate what options those individuals have for taking extended leaves of absences, if needed, just as they would in other years (medical leave, parental leaves, etc.).

The Fayetteville-Manlius School District provides accommodations to students in the school community that are medically vulnerable or in high-risk groups, such as:

- Providing daily remote instruction at parent/guardian request; and
- Utilizing protective desk shields/barriers around student desk work stations whenever practicable.

For families with special needs or students who are medically fragile and may not be able to maintain social distancing, hand or respiratory hygiene, or wear a face covering or mask, it is important for parents/ guardians to work with their child's healthcare providers so that an informed decision can be made on how best to meet the child's needs at school while protecting their health and safety and the health and safety of the staff. Parents/Guardians should contact their child's principal so the district can coordinate accommodations for the child.

- The district will coordinate with:

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- School health services personnel
- Special education personnel
- Pupil personnel services
- Administration

**13. Each school and/or district reopening plan has a written protocol requiring all employees, adult visitors, and students to wear a cloth face covering whenever social distancing cannot be maintained.**

Fayetteville-Manlius follows [OSHA COVID-19 guidance for its employees](#) along with the [guidance put forth by the CDC](#) in partnership with our local county health department.

Fayetteville-Manlius is ensuring it has adequate supplies of personal protective equipment (PPE) by working through cooperative purchases through Onondaga-Cortland-Madison BOCES and collaborating with local health departments and the Onondaga County Department of Emergency Management.

Fayetteville-Manlius requires all individuals in school facilities and on school grounds to put on a face covering if another person unexpectedly cannot socially distance. All students and staff members must wear cloth face coverings:

- Inside of the classrooms and school building;
- Whenever they are within six feet of someone;
- In hallways;
- In restrooms; and
- In other congregate settings, including buses.

Fayetteville-Manlius provides acceptable face coverings to employees (and students if they forget their own) and has an adequate supply in case of need or replacement per Executive Order 202.16.

Fayetteville-Manlius does allow employees to wear their own acceptable face coverings. For employees with healthcare provider documentation stating they are not medically able to tolerate a face covering, the district cannot require that person to wear a face covering.

Face coverings may be challenging for students (especially younger students) to wear in all-day settings, such as school. If this is required, then students will be given multiple breaks in both the morning and afternoon to go to a location where social distancing can occur and remove their masks for a break.

Face coverings should not be placed on:



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- Children younger than two years old;
- Students where such covering would impair their health or mental health, or where such covering would present a challenge, distraction, or obstruction to education services and instruction;
- Anyone who has trouble breathing or is unconscious; or
- Anyone who is incapacitated or otherwise unable to remove the cloth face covering without assistance.

Fayetteville-Manlius provides instruction and written correspondence to all students, parents/guardians and staff, contractors and vendors on:

- The proper way to wear face coverings;
- Washing hands before putting on and after removing their face covering;
- Proper way to discard disposable face coverings;
- The importance of routine cleaning of reusable face coverings; and
- Face coverings are for individual use only and should not be shared.

Please note: Students and staff may use alternate PPE (i.e., face coverings that are transparent at or around the mouth) for instruction or interventions that require visualization of the movement of the lips and/or mouths (e.g., speech therapy). These alternate coverings may also be used for certain students (e.g., hearing impaired) who benefit from being able to see more of the face of the staff member.

At the onset of this plan, it is expected that all individuals within the school, whether socially-distanced or not, will be required to wear face coverings for extended periods of time. Exclusions would be during lunch and during mandated mask removal times. In these two cases, social distancing of 6 feet or greater must be adhered to for compliance.

### ***14. Each school and/or district reopening plan has a plan for obtaining and maintaining adequate supplies of cloth face coverings for school staff, students who forget their masks.***

Fayetteville-Manlius is ensuring it has adequate supplies of PPE by working through cooperative purchases through Onondaga-Cortland-Madison BOCES, collaborating with our local county health department and the Onondaga County Department of Emergency Management.

### ***15. Each school and/or district reopening plan has written protocol for actions to be taken if there is a confirmed case of COVID-19 in the school.***

Fayetteville-Manlius requires that students and staff with symptoms of illness must be sent to the health office where the school nurse is available to assess individuals.



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If the school nurse is not available, the building administrator (or designee) will have to isolate and dismiss any student or staff member who has a fever or other symptoms of COVID-19 that are not explained by a chronic health condition for follow up with a health care provider.

Fayetteville-Manlius CSD will adhere to Education Law § 906, which provides whenever...a student in the public schools shows symptoms of any communicable or infectious disease reportable under the public health law that imposes a significant risk of infection of others in the school, he or she shall be excluded from the school and sent home immediately, in a safe and proper conveyance. The director of school health services shall immediately notify a local public health agency of any disease reportable under the public health law<sup>7</sup>. The director of school health services, or other health professionals acting upon direction or referral of such director, may make such evaluations of teachers and any other school employees, school buildings and premises as, in their discretion, they may deem necessary to protect the health of the students and staff.

Effective February 1, 2020, the 2019-Novel Coronavirus was added to the Public Health Law as a significant threat to public health, and the state Commissioner of Health designated 2019-Novel Coronavirus as a communicable disease under 10 NYCRR Section 2.1. To that end, Fayetteville-Manlius requires school staff immediately report any illness of students or staff to the school nurse or other designated school staff. Such reports are made in compliance with FERPA and Education Law 2-d.

Students suspected of having COVID-19 awaiting transport home by the parent/guardian will be isolated in a room or area separate from others, with a supervising adult present utilizing appropriate PPE. Multiple students suspected of COVID-19 may be in this isolation room if they can be separated by at least six feet.

In the event that there is a confirmed and or suspected case of COVID-19, the Fayetteville-Manlius CSD will take the following steps:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area;
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas;
- Once the area has been appropriately cleaned and disinfected it can be reopened for use;

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- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection;
- Fayetteville-Manlius refers to the DOH's "Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure" for information on "close and proximate" contacts;
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning and disinfection is not necessary, but routine cleaning and disinfection should continue; and
- If a separate room is not available, Fayetteville-Manlius will ensure that the person with a confirmed or suspected case of COVID-19 keeps at least a 6-foot distance between ill students. If they cannot be isolated in a separate room from others, the district will provide a facemask (e.g., cloth or surgical mask) to the ill student if they can tolerate wearing it and does not have difficulty breathing,

To prevent the possible transmission of the virus to others while waiting for transportation home, the following steps will be taken:

- Students should be escorted from isolation area to the parent/guardian;
- The parent/guardian will be instructed to call their healthcare provider, or if they do not have a healthcare provider, to follow up with a local clinic or urgent care center;
- Symptomatic students or staff members will follow CDC's "Stay Home When You Are Sick" guidance unless otherwise directed by a healthcare provider or the local department of health;
- If the student or staff member has emergency warning signs, such as trouble breathing, persistent pain or pressure in the chest, new confusion, inability to arouse, bluish lips or face, Fayetteville-Manlius will call 911 and notify the operator that the person may have COVID-19;
- Fayetteville-Manlius staff is aware of the symptoms of Multisystem Inflammatory Syndrome in Children (MIS-C) associated with COVID-19, which is a serious condition associated with COVID-19 in children and youth. Employees should notify the parent/guardian if their child shows any of the following symptoms and recommend the child be referred for immediate follow up with a healthcare provider:
  - Fever
  - Abdominal pain
  - Vomiting
  - Diarrhea
  - Neck pain
  - Rash

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- Bloodshot eyes
- Feeling extra tired

Staff will call for emergency transport (911) in accordance with district policies. For example, Fayetteville-Manlius CSD officials will call for emergency transport for any student showing any of these warning signs of MIS-C or other concerning signs:

- Trouble breathing
- Pain or pressure in the chest that does not go away
- New confusion
- Inability to wake or stay awake
- Bluish lips or face
- Severe abdominal pain

If a student or staff member reports having tested positive for COVID-19, school administrators or his/her designee should notify the local county health department to determine what steps are needed for the school community.

### Return to School after Illness

Fayetteville-Manlius follows CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider's written note stating they are clear to return to school;
- If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:
  - It has been at least ten days since the individual first had symptoms;
  - It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
  - It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Fayetteville-Manlius complies with CDC guidance and does not conduct COVID-19 testing or require testing or antibody testing of students or staff members at this time. The decision of whether a test needs to be conducted should be determined by a healthcare provider or the local county department of health.

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COVID-19 tests are available at Wellnow (6870 E. Genesee St., Fayetteville, NY, 13066) and the Syracuse Community Health Center (819 South Salina St., Syracuse). Both allow walk-in testing (no appointment needed). SUNY Upstate Medical Center has a testing site (located at 800 E. Water Street, Syracuse) but appointments are required; call (315) 464-2778 ext. 0 to schedule an appointment.

### Contact Tracing

Fayetteville-Manlius cooperates with state and local health departments' contact tracing. The district will assist public health departments in knowing who may have had contact at a school with a confirmed case by:

- Keeping accurate attendance records of students and staff members;
- Ensuring student schedules are up to date;
- Keeping a log of any visitors, including date, time and where in the school they visited;
- Assisting local health departments in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program; and
- Maintaining confidentiality as required by federal and state laws and regulations.

School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local department of health.

***16. Each school and/or district reopening plan has written protocol that complies with DOH and CDC guidance for the return to school of students and staff following a positive screen for COVID-19 symptoms, illness or diagnosis of confirmed case of COVID-19 or following quarantine due to contact with a confirmed case of COVID-19. Return to school will be coordinated with the local health department.***

After a student or staff member tests positive for COVID-19, he/she will be tracked by the Onondaga County Health Department. The individual may not return to the school campus until "released" by the county. There will be no exceptions to this protocol. The county health commissioner will determine when a school building should be closed due to increasing infection rates.

***17. Each school and/or district reopening plan has written protocol to clean and disinfect schools following CDC guidance.***

***When cleaning and disinfecting schools,*** Fayetteville-Manlius will follow the CDC's Reopening Guidance for Cleaning and Disinfection for Schools This guidance will be

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applied and includes classrooms, restrooms, cafeterias, libraries, all common areas of the school buildings, and school buses. In addition, high-touch surfaces and shared objects will also be disinfected.

To help with cleaning and disinfection, Fayetteville-Manlius will perform the following:

- Keep accurate attendance records of students and staff members;
- Ensure student schedules are up to date;
- Perform routine cleaning and disinfecting in order to decrease how much of the virus is on surfaces and objects, which reduces the risk of exposure;
- Provide disinfection using U.S. Environmental Protection Agency (EPA)-approved disinfectants against COVID-19;
- Provide more frequent disinfection of surfaces and objects touched or used by multiple people;
- Keep all disinfectants out of the reach of children;
- Disinfect all classrooms and common areas daily (Monday through Friday) while high-touch surfaces will be disinfected, at a minimum of, three times each school day. Shared objects will be disinfected between each use when practical to do so; and
- Maintain logs that include the date, time, and scope of cleaning and disinfection in a facility or area.

Cleaning/disinfecting plan:

- Custodial staff will be equipped with appropriate personal protective equipment (PPE) provided by the district;
- Custodial staff will be properly trained on the proper use of all cleaning and disinfection methods, supplies and chemicals;
- All school classrooms, bathrooms and all other common areas will be cleaned and disinfected on a daily basis Monday through Friday;
- High-touch surfaces will be sanitized or disinfected three times a day, at a minimum; and
- Objects used by multiple students (i.e. cafeteria tables) will be sanitized or disinfected after each use and before the next student is allowed to use the object when it is practical to do so. The sharing of certain objects and instructional materials such as pens, calculators and art supplies will be discouraged.

As previously indicated, Fayetteville-Manlius will clean high-touch surfaces frequently (at least three times each school day) throughout the day. Examples of high-touch surfaces include but are not limited to:

- Doorknobs and doors;
- Countertops;
- Handles and railings;
- Toilets and restrooms;

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- Faucets and sinks; and
- Water fountains.

Students will not be present when disinfectants are in use and will not be asked or required to participate in cleaning and/or disinfection activities.

Air filtration and ventilation:

To increase filtration levels, the district will change the filters used in the existing HVAC systems from MERV 8 or 9 to MERV 13 wherever possible. Filters are changed as per manufacturer's recommendations, and the current schedule is to change these filters three times per school year.

In addition, individual HEPA filtration devices will be utilized in certain areas, including but not limited to, nurse's offices, COVID-19 isolation rooms, faculty lounges, certain special education classrooms and smaller rooms where ventilation is restricted and people may congregate (i.e. conference rooms, offices).

Classroom windows will be opened as much as possible to improve ventilation and allow for more fresh air into the school buildings. This will be dependent upon weather and temperature and the impact upon the HVAC systems as a whole. We are currently conducting a study of the HVAC systems in order to improve ventilation and air flow within the systems capabilities.

## School Health Office Cleaning

School health office cleaning must occur after each use of:

- Cots;
- Bathroom; and
- Health office equipment (e.g. blood pressure cuffs, otoscopes, stethoscopes, etc.) should be cleaned following manufacturer's directions.

Disposable items should be used as much as possible, including:

- Disposable pillow protectors; or
- Disposable thermometers, or disposable thermometer sheaths or probes, and disposable otoscope specula.

***18. Each school and/or district reopening plan has written protocol to conduct required school safety drills with modifications ensuring social distancing between persons.***

Modifications to evacuation drill protocols may include, but are not limited to:

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Conducting drills on a “staggered” schedule where classrooms evacuate separately rather than all at once and appropriate distance is kept between students to and at the evacuation site. Staggered schedules will help to minimize the contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day. It may be necessary to do so during a class period that is extended for this purpose; and if schools reopen with a “hybrid” in-person model, such as one where some students attend school on certain days of the week to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills. Modifications to lockdown drills may include, but are not limited to:

- Conduct lockdown drills in a classroom setting while maintaining social distancing and using masks;
- Conducting lockdown drills on a “staggered” schedule with smaller numbers of students present to maintain social distancing; however, schools must be certain that all students are receiving instruction in emergency procedures and participating in drills while they are in attendance in-person; and
- Conduct lockdown drills in the classroom without “hiding” or “sheltering” but provide an overview of how to shelter or hide in the classroom.
- Students will be instructed that in the event of an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

***19. Each school and/or district reopening plan has a written plan for district/school-run before and aftercare programs (or, for charter schools, as required by the school’s charter).***

Fayetteville-Manlius does not conduct any before- or after-school care programs. After school clubs and activities will not begin in September. Instead, they will be reviewed later in the first semester to determine which may proceed and adhere to the safety protocols contained in this document.

***20. Each school and/or district reopening plan must designate a COVID-19 safety coordinator (administrator) whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels.***

Until such time when it may be modified by executive order, the building administrator, with assistance from the school nurse, will be the individual building’s Covid-19 Safety Coordinator. However, serious consideration is being given to employing a medical professional (nurse practitioner, physician’s assistant, or medical doctor) to be the 2020-21 COVID-19 Coordinator who will be responsible for ensuring protocols are functioning correctly at all buildings, serving as a liaison for all matters requiring communication with the Onondaga County Health Department,



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communicating with parents/guardians and staff, and assisting the district in determining next steps and modifications to program and protocol based on evolving trends in the pandemic. This position would be a one-year position expiring on June 30, 2021.

### ► Facilities

**1. Each school and/or district reopening plan which include changes or additions to facilities must comply with the requirements of the 2020 New York State Uniform Fire Prevention and Building Code (BC) and the State Energy Conservation Code and submit all changes to OFP.**

The district does not anticipate that the reopening plan will include any changes or additions to facilities. If there is a need for changes or additions, the district will comply with all facilities-related requirements, including 2020 NYS Uniform Fire Prevention, Building Code and State Energy Conservation Code, and these changes or additions will be submitted to the Office of Facilities planning for review and approval.

**2. Each school and/or district reopening plan must ensure compliance with the 2020 Building Condition Survey and Visual Inspection, where applicable.**

The district is not required to conduct a building condition survey until 2022. The district is currently conducting the annual visual inspection as required and will be in compliance with this requirement.

**3. Each school and/or district reopening plan must provide provisions to conduct the Lead-In-Water Testing as required by NYS DOH regulation 67-4.**

The district will be conducting lead-in-water testing as required by NYS DOH regulation 67-4.

**4. Each school and/or district reopening plan must ensure all existing and new Alcohol-based Hand-Rub Dispensers which are installed in any locations are in accordance with FCNYS 2020 Section 5705.5.**

All existing and newly-installed alcohol-based hand sanitizer dispensers will be installed in accordance with FCNYS 2020 Section 5705.5 regulations.

**5. Each school and/or district reopening plan which includes the installation of dividers in classrooms, libraries, cafeterias, auditoriums, gymnasiums, doors, and other points of congregation will ensure the submission of detailed floor plans to OFP for review.**

The district does not anticipate installing any dividers in classrooms, libraries, cafeterias, gymnasiums or any other areas of the school buildings. If the district decides to make such installations in the future, floor plans would be submitted to the Office of Facilities Planning for review and approval.

**6. Each school and/or district reopening plan must ensure that all new building construction**



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***and temporary quarter projects will be submitted to OFP for a full code review.***

The district does not anticipate the need for any new construction or temporary quarters project. If that need arises, that project would be submitted to the Office of Facilities Planning for review and approval.

***7. Each school and/or district reopening plan which includes new facilities for leasing must provide a plan to consult with OFP for a preliminary evaluation.***

The district does not plan on leasing any new facilities.

***8. Each school and/or district reopening plan which includes the temporary or permanent use of tents must provide plans adhering to the New York State Building Code.***

The district does not plan on using any temporary or permanent tents as part of its reopening plan.

***9. Each school and/or district reopening plan must ensure that the existing or altered number of toilet and sink fixtures meet the minimum standards of the New York State Building Code.***

The district will maintain the existing number of toilet and sink fixtures in order to meet the minimum standards of the NYS building code.

***10. Each school and/or district reopening plan must ensure that each building provides one drinking fountain per 100 occupants or provide a written plan for a reasonable alternate source of drinking water.***

The district will provide and maintain at least one drinking fountain per 100 occupants.

***11. Each school and/or district reopening plan must provide written plans on how to maintain adequate, code-required ventilation (natural or mechanical) as designed.***

The district, at a minimum, will maintain adequate code-required ventilation as designed. In addition, the district will change the filters used in the HVAC systems from Merv 8 or 9 to Merv 13 wherever possible. This will increase the filtration levels. The district will also look to increase the make-up air flow and utilize outside air to the extent possible in order to improve ventilation.

***12. Each school and/or district reopening plan must ensure that all project submissions only dedicated to "COVID-19 Reopening" will be labeled as such.***

The district does not anticipate the need to submit any COVID-19-related building projects at this time. If the need to submit a COVID-19-related project does arise, then that project will be labeled as "COVID-19 Reopening."

***13. Each school and/or district reopening plan which includes the use of plastic separators must comply with the 2020 BCNYS Section 2606.***

The district does anticipate using polycarbonate separators to a limited extent in order to

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provide a barrier between staff, students and visitors. The use of these barriers or separators will be in compliance with the 2020 BCNYS Section 2606 regulations.

### Child Nutrition

***1. Each school and/or district reopening plan must provide all students enrolled in the SFA with access to school meals each school day. This must include students in attendance at school and students learning remotely.***

The district plans on providing all students enrolled in the SFA with access to school meals each day school is in session regardless of whether the students are physically at school buildings or receiving instruction remotely. For students who are in a remote learning location, the district's transportation department will deliver meals.

Fayetteville-Manlius CSD's plan for child nutrition includes:

- Students in attendance at school and students learning remotely;
- All applicable health and safety guidelines;
- Measures to protect students with food allergies if the district is providing meals in spaces outside school cafeterias;
- Protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged;
- Protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area;
- Compliance with Child Nutrition Program requirements; and
- Protocols for communication with families through multiple means in the languages spoken by families.

***2. Each school and/or district reopening plan must address all applicable health and safety guidelines.***

The district's food service operation will assure that all applicable health and safety guidelines are followed. The food service operation will enhance existing health and safety practices by increasing the frequency of sanitation of school kitchens, cafeterias, food storage areas, snack shacks and central production kitchens. Additional supplies and protective equipment will be purchased, including, but not limited to, thermometers, alcohol wipes, hand sanitizer, and barriers at point of sale/point of pickup locations. The plan also includes minimizing high-touch items and locations and more frequent disinfecting of high-touch areas. The district also plans on moving to a cashless system of purchasing meals. All food service workers will wear single-use gloves, aprons and masks when cooking, handling or serving food. Access to all food service kitchens, serving and storage areas will be restricted to food service employees and custodial staff.

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**3. Each school and/or district reopening plan includes measures to protect students with food allergies if providing meals in spaces outside the cafeteria.**

The food service operation will take measures as with our existing practice to protect students with food allergies, including those students who may have breakfast and/or lunch outside of the cafeteria. These measures include but are not limited to the segregation of food preparation areas, utensils and dining areas.

**4. Each school and/or district reopening plan must include protocols and procedures for how students will perform hand hygiene before and after eating, how appropriate hand hygiene will be promoted, and how sharing of food and beverages will be discouraged.**

Protocols and procedures will be established to allow students to wash their hands before and after eating. Proper hand hygiene will be promoted during classroom instruction and with signage posted in each school building. At the same time, the sharing of food and beverages between students will be discouraged by teachers and lunchroom monitors..

**5. Each school and/or district reopening plan must include protocols and procedures that require cleaning and disinfection prior to the next group of students arriving for meals, if served in the same common area.**

All common areas used by students for breakfast or lunch will be cleaned and disinfected prior to use by the next group of students.

**6. Each school and/or district reopening plan must ensure compliance with Child Nutrition Program requirements (if the school is its own SFA – for charter schools that are part of a district’s SFA, the plan must ensure communication with the district regarding food serve requirements).**

The food service operation will comply with all Child Nutrition Program requirements as established by the New York State Education Department.

**7. Each school and/or district reopening plan must include protocols that describe communication with families through multiple means in the languages spoken by families.**

All food service operation communications with families will utilize multiple means and will be in languages spoken by those families.

**8. Each school and/or district reopening plan must require that students social distance (six feet separation) while consuming meals in school unless a physical barrier is provided.**

When students are consuming meals at school, students will be spaced six feet apart in order to maintain a proper social distance from one another. The use of a physical barrier is also being contemplated for use at this time.

## Transportation

**1. Each school and/or district reopening plan must ensure all buses (conforming and non-conforming to Federal Motor Carrier Safety Standards, as well as type A, C or D) which are used every day by districts and contract carriers will be cleaned/disinfected once a day.**

The district will ensure that all school buses will conform with all state Department of Transportation (DOT) standards and will be cleaned and disinfected twice daily. Disinfecting will be done after the morning bus routes and after the afternoon bus routes.

**2. Each school and/or district reopening plan ensures high contact spots must be wiped down after each a.m. and p.m. run depending upon the disinfection/cleaning schedule.**

High contact spots, including but not limited to hand railings and seats, will be wiped down between each bus run. Since the district uses a triple-trip model for student transportation (high school, middle school and elementary), high contact spots will be wiped down between these bus runs and at a minimum of twice a day, in addition to the disinfecting that will be done after the morning and afternoon bus runs.

**3. Each school and/or district reopening plan must ensure school buses shall not be equipped with hand sanitizer due to its combustible composition and potential liability to the carrier or district.**

School buses WILL NOT be equipped with hand sanitizer.

**4. Each school and/or district reopening plan must ensure that school bus drivers, monitors and attendants do not carry personal bottles of hand sanitizer with them on school buses.**

All school bus drivers, monitors and attendants will not be permitted to carry personal bottles of hand sanitizer with them while on the school buses.

**5. Each school and/or district reopening plan will require that school bus drivers, monitors, attendants and mechanics must wear a face covering along with optional face shield.**

All school bus drivers, monitors, attendants and mechanics must wear an appropriate face covering at all times.

**6. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of personal protective equipment and the signs and symptoms of COVID-19.**

All bus drivers, monitors, attendants, mechanics and cleaners will receive periodic training on the proper use of personal protective equipment and the signs and symptoms of COVID-19.

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**7. Each school and/or district reopening plan requires that transportation staff (drivers, monitors, attendants, mechanics and cleaners) will be trained and provided periodic refreshers on the proper use of social distancing.**

All bus drivers, monitors, attendants, mechanics and cleaners will receive period training on the proper use of social distancing related to students and transportation department personnel.

**8. Each school and/or district reopening plan requires that transportation departments/carriers will need to provide Personal Protective Equipment such as masks and gloves for drivers, monitors and attendants in buses.**

All transportation department personnel will be provided with personal protective equipment, including masks and gloves. Face shields and other protective equipment will be provided based upon request or need.

**9. Each school and/or district reopening plan ensures hand sanitizer will be provided for all staff in their transportation locations, such as dispatch offices, employee lunch/break rooms and/or bus garages.**

Hand sanitizer will be provided for all transportation department staff in all areas of the bus garage and transportation office building, including the break/meeting rooms, the dispatch office, restrooms and the bus garage maintenance area.

**10. Each school and/or district reopening plan requires that drivers, monitors and attendants who must have direct physical contact with a child must wear gloves.**

All bus drivers, monitors and attendants who have direct physical contact with students will wear gloves that are provided by the district.

**11. Each school and/or district reopening plan requires that school bus drivers, monitors, attendants and mechanics shall perform a self-health assessment for symptoms of COVID-19 before arriving to work.**

All school bus drivers, monitors, attendants, mechanics, dispatchers, supervisory personnel and visitors to the transportation department will be required to complete a self-health assessment for symptoms of COVID-19 and any risk of possible exposure within the past two weeks. A log of these employee/visitor self-health screenings will be kept and enforced.

**12. Each school and/or district reopening plan requires that students must wear a mask on a school bus if they are physically able.**

All students who are physically able must wear an appropriate face mask covering while on the school bus.

**13. Each school and/or district reopening plan ensures that students who do not have a mask will NOT be denied transportation.**

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Students who do not have a mask will not be denied transportation to or from school. Students without a face mask will be provided with a school-issued face mask before they board the bus.

***14. Each school and/or district reopening plan requires that students who do not have masks must be provided one by the district.***

Any and all students who do not have a face mask will be provided one by transportation personnel.

***15. Each school and/or district reopening plan ensures that students with a disability which would prevent them from wearing a mask will not be forced to do so or denied transportation.***

Students with disabilities that prevent the wearing of a face mask will not be denied transportation. Students with disabilities that prevent them from wearing a face mask will be seated so that an appropriate social distance is maintained between the student and other students on the bus.

***16. Each school and/or district reopening plan requires students to be trained and provided periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19.***

All students will receive training and provided with periodic reminders on the proper use of personal protective equipment and the signs and symptoms of COVID-19. At a minimum, training will be conducted on the first day of school and when required school bus safety drills are conducted.

***17. Each school and/or district reopening plan requires that students will be trained and provided periodic reminders on the proper use of social distancing.***

All students will receive training and provided with periodic reminders on how to properly social distance while at the bus stop and on the school bus. At a minimum, training will be conducted on the first day of school and when required school bus safety drills are conducted.

***18. Each school and/or district reopening plan requires that if the school district is in session remotely or otherwise, pupil transportation must be provided to nonpublic, parochial, private, charter schools or students whose Individualized Education Program have placed them out of district whose schools are meeting in conducting in- person session education when/if the district is not.***

If the district is providing instruction remotely or otherwise, all student transportation to nonpublic, private, and charter schools will continue to be provided. In addition, transportation of students whose IEPs have them placed out of the district will also continue to be provided, if necessary.

## ► Social Emotional Well-Being

The Fayetteville-Manlius School District's comprehensive school counseling program promotes the development of a positive school climate where students are empowered to meet their academic, personal and career goals and achieve their highest potential. The district encourages student self-advocacy, accountability, and excellence in character and partners with families, other educators and the greater school community to advocate for equity and access for all students.

**1. Each school and district ensures that district-wide and building-level comprehensive developmental school counseling program plans, developed under the direction of certified school counselor(s), are reviewed and updated to meet current needs.**

The Fayetteville-Manlius School District school counseling team includes 14 certified school counselors and three family-school liaisons who support the academic, social-emotional and career development of all students in kindergarten through grade 12. A comprehensive school counseling plan was developed in the summer of 2019 and is available on the district website:

<https://www.fmschools.org/academics/counseling-center/k-12-comprehensive-school-counseling-plan/>

Dependant upon the model of instruction in place, the following strategies will be used to meet students' needs:

- If in school, school counselors will meet with students individually, in small groups, in classroom settings and in large groups.
- If in a hybrid instructional model, school counselors will interact with students in-person, although large group instruction will be broken down into smaller groups to maintain social distance. There will be opportunities for students to meet virtually on days that they are not in school.
- In a remote instructional model, counselors will make routine and periodic contact via email correspondence, teleconferencing, and/or phone calls in an effort to monitor student progress.

**2. Each school and/or district establishes an advisory council, shared decision-making, school climate team, or other collaborative working group comprised of families, students, members of the board of education, or school's board, school building and/or district/charter leaders, community-based service providers, teachers, certified school counselors, and other pupil personnel service providers including school social workers and/or school psychologists, to inform the comprehensive developmental school counseling program plan.**

The Fayetteville-Manlius School District has an advisory council called the School Counseling Partnership Committee (SCPC). The committee reviews the overall program, annual goals and data



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in order to make recommendations and provide advocacy to the school counseling program. The SCPC last met on Nov. 6, 2019, and will meet no less than two times during the 2020-2021 school year. In addition to school counselors, the committee includes representatives from: faculty, school and district administration, parents, Board of Education, BOCES, higher education faculty, college admissions, local business and community agencies, therapists, and the Manlius Police Department.

- If in school, the SCPC will meet in person in November and in May.
- If in a hybrid instructional model, the SCPC will meet in person in November and May and will provide virtual access for any members who are not comfortable being in person.
- If in a remote instructional model, the SCPC will meet virtually in November and May.

### ***3. Each school and/or district reopening plan addresses how the school/district will provide resources and referrals to address mental health, behavioral, and emotional support services and programs.***

School counselors provide resources and referrals for mental health, behavioral and emotional support services to students and families regularly throughout the school year. School counselors, school psychologists and family-school liaisons make such referrals.

Dependant upon the model of instruction in place, the following strategies will be used to meet students' needs:

- If in school, referrals will be provided during in-person parent/guardian meetings, by phone and/or by email.
- If in a hybrid instructional model, referrals will be provided during in-person or virtual parent/guardian meetings, by phone and/or by email.
- If in a remote instructional model, referrals will be provided in a virtual parent meeting, by phone and/or by email.

### ***4. Each school and/or district reopening plan addresses professional development opportunities for faculty and staff on how to talk with and support students during and after the ongoing COVID-19 public health emergency, as well as to provide support for developing coping and resilience skills for students, faculty, and staff.***

School counselors, family-school liaisons and school psychologists provide professional development to staff to support students during and after the ongoing COVID-19 health crisis. Strategies and resources are shared on professional development days and during faculty meetings when in school and will be provided electronically if in a virtual or hybrid model.

School counselors, family-school liaisons and school psychologists support the social-emotional wellbeing of students, faculty and staff during one-to-one meetings or in small group settings. If in school, these meetings and groups happen in-person. If in a hybrid instructional model, the skills will be taught during in-person or virtual counseling sessions. If in a remote instructional model, the skills



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will be taught in a virtual counseling session. The district's website and Schoology are used to communicate contact information for local, regional, state and national resources, such as the New York State Office of Mental Health, Centers for Disease Control and Prevention, and National Suicide Prevention Lifeline so students, families, faculty and staff have access to help 24-7.































### School Schedules

***1. Each school and/or district reopening plan describes the school schedule planned for implementation at the beginning of the 2020-21 school year and to the extent practicable any contingent scheduling models it may consider if the situation warrants.***

The Fayetteville-Manlius CSD collaborated with stakeholders including, but not limited to, teachers, staff members, parents, and community groups when considering alternate schedules. Based on stakeholder feedback and parent/guardian surveys, it was deemed important that students should have a “teacher-of-record” whether they are scheduled for an in-person, remote, or hybrid learning environment. This was prioritized in order to provide maximum flexibility and allow students to shift back-and-forth in between fully remote learning models and in-person instruction should circumstances change and school buildings are required to close. This was determined to be mission critical because regardless of the instructional model implemented, equity and access must be the priority for all students including, but not limited to, students with disabilities, English language learners, and students experiencing homelessness.

When developing the following schedule, the Fayetteville-Manlius CSD had to abide by health and safety standards and the most up to date guidance from the New York State Department of Health. Furthermore, consideration was given to the needs of students, families, and staff as well as the realities of available space and student enrollment in each unique school and district. Moreover, school officials understood their responsibility to restructure their programs using flexible scheduling models— taking advantage of in-person, remote, or hybrid learning models—and to provide synchronous and/or asynchronous instruction. Per the New York State Department of Health guidance, it is incumbent upon the school district that the plan must address a combination of in-person instruction and remote learning to facilitate a phased-in approach or hybrid model, which may be necessary at various times throughout the 2020-2021 school year because of school closure triggers. If COVID-19 cases develop, the Fayetteville-Manlius CSD may elect to restrict access within school facilities and across school grounds, particularly in those affected areas in an effort to circumvent a full school closure. In such an instance, the Fayetteville-Manlius CSD also reserves the right to temporarily move classes where an individual (teacher, staff member and or student) has tested positive for COVID-19 to a remote/virtual format until all contacts can be identified, notified, tested, and cleared.

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	Monday	Tuesday	Wednesday	Thursday	Friday
Full Return* (in the event of an Executive Order)					
Hybrid Cohort A (Mon./Tues.)					
Hybrid Cohort B (Thurs./Fri.)					
Remote Online					
Special Education (12:1:1 and 15:1)					
Faculty					

**KEY:**



A student who is assigned to this particular group is scheduled to attend school.



A student who is assigned to this particular group participates in remote online learning.

## ► Attendance & Chronic Absenteeism

***1. Each school and/or district reopening plan must describe a mechanism to collect and report daily teacher student engagement or attendance while in a remote or hybrid schedule.***

Attendance will be documented for in-person, hybrid, and or remote learning environments. Instructors and school officials will utilize the student information system to record student attendance for in-person and synchronous instruction in accordance with standard operating procedures. School officials may also access student log-in information using the automated learning management system in order to track student attendance for asynchronous instruction in the remote online learning environment. It is important to remember that attendance of any school-age student of compulsory age, who resides in the district or is placed by a parent/guardian in another public school district, a charter school, or is placed by a district administrator or the CSE of the school district in educational programs outside the district (such as, another school district, BOCES, approved private in-state or out-of-state school, and state-supported school) must be reported in SIRS. To date, the reporting of daily attendance of prekindergarten students is not required; Attendance must be reported by any reporting entity that is required to take attendance; Resident students of compulsory age who were not in attendance in a public school, including charter schools, nonpublic school, or approved home schooling program in the current school year must be reported until they exceed compulsory school age, they no longer reside in the district, or the district has documentation that the student has entered another educational program leading to a high school diploma; Students who drop out while still of compulsory school age must be kept on the school attendance register until they exceed compulsory school age or move out of the district.

## ► Technology & Connectivity

***1. Each school and/or district reopening plan must include information on how the school/district will have knowledge of the level of access to devices and high-speed internet all students and teachers have in their places of residence.***

The Fayetteville-Manlius School District reopening plan includes a 1-to1 device model for all students. Students will have a computing device available to experience remote learning as well as in-person instruction. The district will conduct a survey of its students and staff on the availability of high-speed internet in their places of residence.

***2. Each school and/or district reopening plan must include information on how the school or district, to the extent practicable, will address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.***

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Fayetteville-Manlius School District, to the extent practicable, will provide data hotspots to those students and staff who do not have high speed internet. Students and teachers, as part of the 1-to-1 device initiative, will have devices to use for learning while in district and remote.

**3. Each school and/or district reopening plan must include information on how the school or district will provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.**

Fayetteville-Manlius School District will provide multiple ways of student participation in learning using a blended model with access to an assigned device and high-speed internet. A learning management system will be used for students to demonstrate mastery with the use of online and in-person evaluation. Video conferencing will be used with breakout rooms to connect students at home to their teacher and also classmates. All students will have the appropriate device and internet access to connect to the learning management system and video conferencing assignments and discussions.

## ► Teaching & Learning

**1. Each school and/or district reopening plan includes a continuity of learning plan for the 2020-2021 school year. Such a plan must prepare for in-person, remote, and hybrid models of instruction.**

Fayetteville Manlius has a continuity of learning plan that prepares for in-person, remote and hybrid models of instruction. All instruction is aligned with New York State Learning Standards and provides for equitable opportunities for instruction that are accessible to all students. Instruction in all models includes regular and substantive interaction with an appropriately certified teacher, regardless of the delivery method. Students have regularly scheduled times to interact and seek feedback and support from their teachers. There is a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. Information is accessible to all, available in multiple languages based on need identified by ENL teachers and includes multiple ways for students and families to contact schools and teachers.

### In-Person Model

- Students attend school on a daily basis and have a full schedule of classes and receive instruction from certified teachers.

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- Teachers and students will adhere to all Department of Health and New York State Education Department guidelines.

Hybrid Model

- Students attend school in person two days a week and receive remote instruction for three days a week from their assigned teacher(s).
- Teachers and students will adhere to all Department of Health and New York State Education department guidelines.

Remote Model

- Students receive remote instruction five days a week from their assigned teacher(s).
- Teachers will provide instruction synchronously and asynchronously remotely and will additionally provide instruction using print materials that will be delivered to students by the school district’s Transportation Department.

<b>Teaching and Learning Models</b>		
<b>In-Person Model</b>	<b>Hybrid Model</b>	<b>Remote Model</b>
<ul style="list-style-type: none"> <li>• 100% in-person student attendance</li> <li>• Attendance in school five days per week</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of hybrid students in student attendance</li> <li>• Students attend two days per week by designated cohort (MT and ThF)</li> </ul>	<ul style="list-style-type: none"> <li>• 0% in person student attendance</li> <li>• All remote learning</li> </ul>

***2. Each school and/or district reopening plan includes an educational program that is aligned to the New York State Learning Standards (or, for charter schools, the standards set forth in the school’s charter) regardless if instruction is delivered in-person, remotely or in a hybrid model.***

The district reopening educational plan aligns to New York State Learning Standards. In all reopening models, instruction will follow the district-developed curriculum maps that are based on current New York State Standards. Curriculum maps are easily accessible to all teachers electronically through Rubicon Atlas curriculum software. Instructional leaders regularly monitor curriculum with teachers’ input and adjustments are reflected immediately in the electronic maps and communicated widely to staff.

***3. Each school and/or district reopening plan provides for a program that includes regular substantive interaction between teachers and students whether delivered in-person, remotely or through a hybrid model of instruction.***

Teachers will be interacting regularly and substantively with students in all three models. When students are in person, teachers will be providing direct large group instruction as well as interacting with students individually and in small groups. In a remote or hybrid model, teachers and students will utilize a variety of tools and strategies to communicate. A learning management system will be utilized to communicate schedules, course information and assignments. Discussion boards and blogs will be utilized to exchange information and provide student feedback. Teachers will provide multi synchronous instruction as determined by course and grade level design and expectations and as developmentally appropriate. Teachers will offer office hours as opportunities to communicate individually with students and may offer online video whole class conferences. Teachers and students may additionally communicate through district email, phone and traditional written mail correspondence.

***4. Equity must be at the heart of all school instructional decisions. All instruction should be developed so that whether delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear opportunities for instruction that are accessible to all students. Such opportunities must be aligned with State standards (or, for charter schools, the standards set forth in the school's charter) and include routine scheduled times for students to/interact and seek feedback and support/from their teachers.***

The district will provide equitable access and opportunities for all students whether instruction is delivered in-person, remotely or through a hybrid model. In all models, teaching and learning will be based on New York State Learning Standards. Teachers will share relevant learning materials, schedules and assignments (as appropriate) using the district's learning management system. Additionally, teachers will utilize email, phone calling and traditional mail to communicate with students. Instruction will include synchronous and asynchronous components, use of high-quality videos, and provide multiple opportunities for student feedback and assessment of learning. Teachers will schedule office hours and additional student conference times so that students can seek feedback and support.

***5. Schools must create a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information needs to be accessible to all, available in multiple languages based on district or charter school need, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone).***

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The district recognizes the critical importance of communication among all stakeholders to the success of students. Families and caregivers will be able to communicate with the school and teachers using the learning management system, telephone and video calling, email, and the district website. Additionally, the district employs the SchoolMessenger notification system to communicate with families and caregivers. Communication will be offered in multiple languages based on family needs identified by the district's ENL teachers.

**6. As districts and charter schools develop instructional models under the three delivery methods (in-person, remote and hybrid), attention must be paid to how students are assessed and further, how student progress will be communicated to parents/guardians and caregivers.**

Student assessment and monitoring of student learning and progress are essential components of all three delivery methods. In all models, teachers will establish student course expectations, rubrics and grading practices that will be clearly communicated to students and parents/guardians. Students will receive regular feedback on their progress via assignment feedback, rubric completion, benchmark assessments, quiz and test grades, and course grades.

To communicate student progress to families and caregivers, a standards-based report card is completed quarterly for every student in grades kindergarten through 4. The report card indicates performance on key indicators in such areas of reading, language arts, science, social studies and social emotional areas. These indicators are all based on established state standards. In grades 5-12, students and parents/guardians receive a quarterly achievement-based report card that gives numeric grades in all courses.

***7. Districts that contract with eligible agencies, including CBOs, to provide Prekindergarten programs must attest that they have measures in place to ensure eligible agencies with whom they contract will follow health and safety guidelines outlined in NYSED guidance and required by the New York State Department of Health. The district must also ensure their eligible agencies have a Continuity of Learning plan that addresses in-person, remote, and hybrid models of instruction.***

Not applicable

## Special Education

***1. Each school and/or district reopening plan, whether services are provided in-person, remote, and/or through a hybrid model, addresses the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.***



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The Fayetteville-Manlius School District will provide free and appropriate public education (FAPE) for all students with disabilities whether instruction is being delivered in person, remote or in a hybrid model to the best of our abilities, along with being consistent with the need to protect the health and safety of students with disabilities and those providing special education and related services.

Professional development will be provided to all staff regarding service delivery models and the impact on programming for students with disabilities.

If the district is providing instruction remotely or in a hybrid model, the special education staff will provide special education and related services to the maximum degree practicable. If in a remote or hybrid model of instruction, the special education teachers will provide daily instruction for students with disabilities who require special education on a daily basis as per their IEPs. Google meets will be scheduled for face-to-face contact, and print materials will be provided. Parent/guardian preference for instruction and communication will be strongly considered.

High school special education teachers will:

- Contact students and parents/guardians individually daily as per their preferred method of communication and daily interaction (email, Google, Schoology);
- Use Google Meet to facilitate face-to-face instruction/interactions;
- Utilize Google Read and Write, Learning Ally and other Digital textbooks;
- Complete district-prepared document that outlines the IEP goals being addressed as well as the activities/lessons to meet those goals. The dDocument also articulates time/date and frequency of parent/guardian contact;
- Upload additional resources to individual students as necessary;
- Reassure students that they are there for emotional support as needed; and
- K-8 Special Education teachers (in addition to HS 12:1:1 and 15:1 Special Education Teachers) will make daily contact with students and parents/guardians individually as per their preferred method of communication (email, Google, Schoology)

Special education staff K-8 will :

- Use Vizzle, Unique Learning System, RazzKids, Learning A to Z and Fast ForWord for lessons/activities to meet IEP goals. Every student has an individual username and password;
- Send home, via packets or email, additional instructional activities and differentiated classroom lessons; and
- Complete district-prepared document form that outlines the IEP goals being addressed as per students' IEPs

Related services personnel (Speech, OT, PT, Psychologists) will:

- Contact students and parent/guardians individually as per their preferred method of communication (email, phone call, Google, Schoology) approximately one to two times per week;
- Create and send home individualized learning packets and activities to meet IEP goals;



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- Use Vizzle, Unique Learning System, RazzKids, Learning A to Z, Boardmaker, StarFall to meet IEP goals;
- Complete district-prepared document form that outlines the IEP goals to be addressed as per students' IEPs, as well as date/time and frequency of parent/guardian communication; and
- Psychologists will have individual contact times with students via Google Meet or Zoom meeting for individual counseling sessions.

### ***2. Each school and/or district reopening plan addresses how it will document the programs and services offered and provided to students with disabilities as well as communications with parents/guardians.***

In a remote instruction or a hybrid model, the district developed a document that the special education staff will complete on a daily basis. The document will include :

- Parent communication log;
- Service/group attendance;
- Progress monitoring data; and
- Lesson activities and how they relate to the student's IEP goals.

In addition, it documents all efforts to communicate with parents/guardians. Special education staff will communicate with parents/guardians frequently and consistently through Google Meets, phone calls, and emails. It is expected that the special education staff will reach out and communicate with parents/guardians several times per week.

With in-person instruction, the special education staff will continue to communicate with parents/guardians on a regular and consistent basis. Many students with disabilities have daily communication logs that go from school to home and back to ensure ongoing communication.

### ***3. Each school and/or district reopening plan addresses meaningful parent/guardian engagement in the family's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA.***

The special education staff will engage in meaningful parent collaboration regarding students' special education programs and related services through an articulated communication plan that will be delivered in the parents' preferred language and mode of communication.

Parent communication will occur on a regular and consistent basis with the parents/guardians of their students. Parents/Guardians will be asked to what degree they would prefer Google Meets and/or print materials sent home. The special education teachers and related services personnel will honor the parent's/guardian's choice for instructional methodology and mode of communication.

If a parent/guardian of a medically fragile child chooses remote instruction rather than in-person instruction, that request will be honored.

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**4. Each school and/or district reopening plan addresses collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs/(IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.**

The Fayetteville-Manlius School District will maintain collaboration and consistent communication with any school or agency that is providing special education programs and services to any of the district's students.

There are some district special education staff (district psychologist, school psychologists, special education teachers and speech therapists) who are members of both the district CSE and CPSE. This allows for continuity of the educational program and consistency in monitoring student progress.

Frequent communication between the district CPSE chairperson and PreK program providers and parents/guardians of the PreK students with disabilities assists with decision making concerning programming and services.

All current CSE and CPSE processes, procedures and meetings will continue as per required timelines. CSE and CPSE meetings will take place via video conferencing.

**5. Each school and/or district reopening plan must ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.**

All accommodations, modifications, supplementary aids and services and technology needs included in the student's IEP will be reviewed and discussed by the special education program manager, the general education teacher(s) and the parent/guardian to determine appropriate accommodations, supplementary aids and services and technology that the student will need based on the educational/instructional learning platform.

The district special education team, including the parent, will review and discuss student IEPs to ensure that the IEPs are implemented with fidelity to the degree possible given any modified instructional/education platform. Frequent communication between the special education staff and the general education staff is essential so that these agreed upon accommodations/modifications/supplementary aids and services are provided to the students as per the IEPs.

In an effort to ensure access, the district purchased iPads and Chromebooks so that each student has his or her own device at all times to use in both the school and home environment.

## Bilingual Education & World Languages - Required Notices

**1. Each qualifying school and/or district reopening plan which reopens using in-person or hybrid instruction must complete the ELL identification process within 30 school days of the start of the school year for all students who enrolled during COVID-19 school closures in 2019-20, as well as all students who enroll during summer of 2020 and during the first 20 school days of the 2020-21 school year. After this 20 day flexibility period, identification of ELLs must resume for all students within required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.**

If the district is using an in-person or hybrid instructional model, the district will complete the ELL identification process within 30 school days of the start of the school year for all students enrolled during the COVID-19 school closure, as well as all students newly enrolled during the summer of 2020 and the first 20 school days of the 2020-2021 school year. It is understood that after this 20-day flexibility period, the identification of ELLs must resume for all students within the required 10 school days of initial enrollment.

The district will maintain a list of all newly enrolled students from March 2020 until the start of the school year. During August, the ENL teachers will review the Home Language Questionnaires for students whose home or primary language is other than English. At the start of the school year, the ENL teachers will communicate with new families and begin the informal review process as well as review any existing past school records.

Within the first 30 days of school, the ENL teachers will administer the NYSITELL either through in person or remotely.

**2. Each school and/or district reopening plan must provide required instructional Units of Study (or, for charter schools, the applicable program outlined in the school's charter) to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction. [Units of Study and Staff Requirements: ENL \(K-8\)](#) [Units of Study and Staffing Requirements: ENL \(9-12\)](#) [Additional Units of Study and Staff Requirements for TBE](#) Former ELLs at the Commanding level of proficiency within two years of exiting ELL status are to continue receiving Former ELL services in the form of Integrated ENL or other Former ELL services approved by the Commissioner under Part 154-2.3(h) during in-person or hybrid learning.**

The district will ensure and provide the required instructional units of study to all ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.

The district will determine whether additional units of study can be offered based on student need. This flexibility could take the form of additional ENL programming to address oral language development, reading and writing skills and/or academic vocabulary development.

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ENL teachers will review the proficiency of former ELL students in year three and will provide students with former ELL services if deemed necessary and appropriate.

**3. Each school and/or district reopening plan must ensure the maintenance of regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education during the reopening process, and provide all communications for parents/guardians of ELLs in their preferred language and mode of communication (e.g. text, robocalls, Whats App, emails...). [Parent Engagement Resources from OBE WL](#)**

ENL teachers will be:

- Contacting students and parents/guardians on a daily basis mainly through phone calls but also through emails and Schoology when appropriate. In addition, staff uses Talking Points, which is a translation app available and used with parents/guardians who choose to communicate in this manner;
- Creating and sending home learning packets of lessons based on themes from general education curriculum units including 15-minute language activities, journal writing, problem solving puzzles, hidden reading treasure hunts, math games, doing research and writing sample sentences and paragraphs. These lessons are differentiated and modified from the general education units of study;
- Using Razz Kids, Learning A to Z and Readworks programs for appropriate ELA, social studies and science lessons for upper elementary and middle school students;
- Reading appropriate leveled books and answering both literal and inferential comprehension questions. In addition, vocabulary lists are differentiated and created individually for students in elementary, middle school and high school; and
- Utilizing Google Read and Write and other Digital texts for high school ELL students for core content classes.

## ► Teacher & Principal Evaluation System - Required Notices

**1. Each school and/or district reopening plan must ensure that all teachers and principals are evaluated pursuant to the LEA's currently approved APPR plan (or, for charter schools, the school's charter), including any variance applications approved by the Department.**

The Fayetteville-Manlius CSD will continue to honor its obligations under 3012-d of the New York State Annual Professional Performance Appraisal (APPR) regulations. Teachers will be evaluated using the NYSUT rubric, and principals shall be evaluated using the Multi-dimensional Performance Rubric as determined through collective bargaining. In the event that schools are closed and using remote learning opportunities, teachers and principals shall be evaluated using real-time evidence and must not be assessed through the use of archived video recordings.

## ► Certification, Incidental Teaching, & Substitute Teaching - Required Notices

***1. Each school and/or district reopening plan must ensure that all teachers hold valid and appropriate certificates for their teaching assignments except where otherwise allowable under the Commissioner's regulations (e.g., incidental teaching) or Education Law.***

Fayetteville-Manlius has always hired, and expects to continue hiring, only New York state certificated individuals. If there is a shortage of certified teachers, the district will follow the appropriate protocols established by the state Education Department for such circumstances.